Source Trail

Research sources, notes, and evidence roles.

8.T.RA.1.b "Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics. (I)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each source Nia uses, circle details that show how she checks or tracks a source, and put a star beside evidence she uses in her report.

Tracing a Court Case

1. For a report on Brown v. Board of Education, Nia began with a question: How did the 1954 Supreme Court decision affect public schools? She located a print book by historian Richard Kluger in the library catalog and checked the author's background and the book's notes. She also opened the National Archives website, which provides a scanned copy of the Court's decision. These sources came from identifiable experts or institutions, and each named when it was published or created.

2. To add a personal communication, Nia emailed a reference librarian at a university law library. The librarian explained how to read the decision's date, case name, and page numbers, then Nia saved the reply with the date and the librarian's title. In a research chart, she placed notes from each source in separate rows. Next to every note, she recorded the source, page or web address, date, and a tag such as ruling, legal strategy, or school impact.

3. When drafting, Nia did not treat all three sources as identical proof. She used the scanned decision to support her statement that the Court rejected school segregation, and she used Kluger's book for context about the legal campaign. The librarian's message helped her cite the decision accurately, not prove the historical claim. Nia combined the sources in her own words and included citations so readers could trace each idea back to its source with ease.

SOURCE PACKET: TWO CLASSROOM-AUTHORED FICTIONAL RECORDS

Source and metadata	Actual text to consult
A. Lena's account, The Book Basket; fictional student narrative, Classroom Writing Studio, 2026, page 1. Read this printed record.	I left my library book on the desk because its cover was bent. Omar asked whether the story inside was still worth reading. We made a basket labeled Books to Share and put the worn book inside. At lunch, Ana chose it and told us she liked the opening. I stopped judging the book only by its cover.
B. Mira Reed, Reading Circle Note; fictional teacher analysis, Classroom Writing Studio, 2026, page 2. Open this record in the worksheet PDF on a device if available; otherwise use the printed record and honestly identify the medium.	Lena first rejects a book because of its cover. Omar's question prompts a change, and Ana's interest gives a reason to value the story. The basket makes sharing possible. This interpretation is supported by Lena's account; it does not prove how every reader will react.

2 ANSWER WITH EVIDENCE

Use the passage

1. If Nia writes that the Court rejected school segregation, which source should she cite? Explain why.

2. What information does Nia record next to each note in her research chart? Name three details.

3. Why should Nia not use the librarian's message as the only proof of a historical claim about Brown v. Board of Education?

4. How do Nia's tags help her integrate information when she drafts her report?

3 YOUR TURN

Your own words

Research this question: How does Lena's attitude toward the worn book change, and what supports that change? Actually read supplied sources A and B; use print for A and open B in this PDF with teacher support if a device is available. Record the actual medium used. Make two source-labeled notes with title, page and date, and tag each as story evidence or interpretation. Ask a real partner or teacher one question about how a source supports your answer and record the actual reply as research guidance, not independent story proof. Then write 80 to 100 words combining findings from A and B in your own words with source labels. You may use accessible alternative sources if actually consulted and identified.

ANSWER KEY # Source Trail

PART 1 · READ AND MARK

Underline each source Nia uses, circle details that show how she checks or tracks a source, and put a star beside evidence she uses in her report. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	If Nia writes that the Court rejected school segregation, which source should she cite? Explain why.	**She should cite the scanned Supreme Court decision from the National Archives because it is the source she used to support that claim.**
2	What information does Nia record next to each note in her research chart? Name three details.	**She records the source, a page number or web address, the date, and a topic tag. Any three are correct.**
3	Why should Nia not use the librarian's message as the only proof of a historical claim about Brown v. Board of Education?	**The librarian helped Nia read and cite the decision accurately, but the message does not provide the historical evidence for the claim.**
4	How do Nia's tags help her integrate information when she drafts her report?	**The tags organize notes by topics, such as the ruling or legal strategy, so she can select and combine relevant information from different sources.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Lena's attitude changes from rejecting a worn book to valuing its story. In The Book Basket, she leaves the book because its cover is bent, but Omar asks about the story and Ana later likes its opening (A, page 1). Reed interprets those events as reasons for Lena's change (B, page 2). I checked that interpretation against the account rather than treating it as a new event. The basket also enables sharing. My teacher advised separating story events from interpretation; that actual conversation guided my notes, but it was not independent proof of the story.

Keep all four original source-role keys. For Part 3, assess actual A/B consultation, medium honestly recorded, two labeled metadata/topic notes, a real guidance question/reply, and an 80-to-100-word connected answer supported by both records. The model answer is 95 whitespace-delimited words; note and communication records are separate from the report. A printed B record is an accessible fallback, not falsely claimed digital operation. The packet is explicitly classroom fiction, not an authenticated historical source. Accept relevant accessible actual alternatives; a would-use source plan alone does not complete this inquiry.